

DOCUMENT RESUME

ED 267 277

CE 043 950

AUTHOR D'Amico, Joseph J.; Adelman, Sheryl P.
TITLE Throwing the Baby out with the Bathwater: The Impact of Curriculum and Promotion Requirements on a Successful Business Education Program.

PUB DATE Apr 86
NOTE 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 1986).

PUB TYPE Reports - Research/Technical (143) -- Speeches/Conference Papers (150) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Academic Education; *Academic Standards; Cooperative Programs; Disadvantaged Youth; Dropout Prevention; *Educational Improvement; Educational Quality; *Graduation Requirements; *High Risk Students; High Schools; *Office Occupations Education; Program Effectiveness; *State Legislation; Vocational Education; Work Study Programs

IDENTIFIERS Chapter 5 (Pennsylvania); *Pennsylvania; Philadelphia Business Academies

ABSTRACT

Recent studies showing the need for improvements in the educational system in the United States have resulted in strengthening of academic requirements, upgrading of standards for promotion, and increased course loads in high schools throughout the country. Pennsylvania is no exception to this trend; the passage of Chapter 5 legislation, which went into effect in 1985, upgrades graduation and promotion requirements for high schools. The effect of these new requirements on vocational education is questionable. For example, one program, the Philadelphia Business Academies (PBA), has an outstanding record of success in serving low-income, educationally disadvantaged students who are at high risk for dropping out. The five PBAs are mini-schools within traditional high schools and teach office occupations education. Since 1972, they have achieved results such as 90 percent average attendance rate (versus 70 percent in regular programs), almost zero dropout rate, and 85 percent job placement. The PBAs have had a reputation for being elite and offering a unique service to their students. As a result of Chapter 5, however, the students can no longer move as a group, they no longer take academic subjects from vocational teachers, and they have more academic requirements and less time for office skills courses and work experience placements. Also, teachers in the program seem disconcerted by the changes, especially because they no longer have common planning time to coordinate their efforts for students. Results are mixed, however, since at present the absenteeism, dropout, and job placement rates seem to be about the same as previously. It is feared, however, that as more students are affected by Chapter 5, the PBAs will serve fewer at-risk students, and help for these students will be diminished. The appendix offers a questionnaire exploring the effects of Chapter 5 on PBA teachers, students, program structure, and outcomes. (KC)

ED267277

THROWING THE BABY OUT WITH THE BATHWATER:
THE IMPACT OF CURRICULUM AND PROMOTION REQUIREMENTS
ON A SUCCESSFUL BUSINESS EDUCATION PROGRAM

by

Joseph J. D'Amico
Research for Better Schools, Inc.

Sheryl P. Adelman
Philadelphia Business Academy

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

☒ This document has been reproduced as
received from the person or organization
originating it.
☐ Minor changes have been made to improve
reproduction quality.

• Points of view or opinions stated in this docu-
ment do not necessarily represent official NIE
position or policy.

"PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY

M. Chapman

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."

ED043950

Paper presented at the annual meeting of the American Educational Research
Association, San Francisco, April 1986.

THROWING THE BABY OUT WITH THE BATHWATER:
THE IMPACT OF CURRICULUM AND PROMOTION REQUIREMENTS
ON A SUCCESSFUL BUSINESS EDUCATION PROGRAM

INTRODUCTION

In the past two or three years, the educational community in America has been deluged by reform reports. During this time between thirty and forty commissions, panels, and select committees have scrutinized children's schooling in our country and generally found that it was characterized by-- in the words of the grandfather of these reports, a Nation at Risk (National Commission on Excellence in Education, 1983)-- "a rising tide of mediocrity." Beyond painting a dismal picture of our schools, the majority of these forty or so reform reports offered recommendations for school improvement. Invariably, their recommendations focused on the academic aspect of education. Nearly all suggested that more rigor in language arts, mathematics, science, and social studies was needed so that students in the United States would come up to par with students in other industrialized nations. The emphasis was clearly on boosting the academic track students' skills as they went on their way to college. Among all these reports only one, The Unfinished Agenda (National Commission on Secondary Vocational Education, 1984), spoke to the needs of the non-college bound; a group that represents about 24 percent of our high school students. (With Consequences for All, 1985)

By 1984 the substance and recommendations of these reform reports had filtered to practitioners. All fifty states, as well as the District of Columbia, had adopted graduation, promotion, or curriculum requirements (Pipho, 1985). And in keeping with the spirit of the reform reports which

had contributed to their formulation, the requirements were largely increased academic requirements: more English or math courses, additional science credits, expanded social studies, and the like.

In this paper we will look at one state's promotion and graduation requirements and how they seem to be affecting one successful program of business education. We begin with an outline of Pennsylvania's newly-instituted requirements, Chapter 5, and a brief description of the changes these requirements are bringing to Pennsylvania's high school curricula in general and vocational education curricula in particular by focusing on one especially effective vocational program, the Philadelphia Business Academies (PBA). We describe the PBA, emphasizing the key features that have made these voc-ed programs successful for nearly fifteen years. We then describe our study of the impact of Chapter 5 on the PBA and these key features and we present the study's findings thus far. Finally, we offer some predictions, based on these findings, about future changes that Chapter 5 will bring to the PBA program.

CHAPTER 5

As with other states where curriculum, promotion, or graduation requirements have been adopted, the reasons for the adoption of Pennsylvania's Chapter 5 requirements were diverse. Foremost among them was a general desire on the part of state legislators, state school board members, and state department of education staff to get local districts to introduce more academic accountability and rigor. Also contributing were the following:

- a personal interest in higher standards expressed by the governor (Turning the Tide, 1983);

- a stream of appeals from Pennsylvania's private sector to improve the quality of public school graduates;
- a steady five year decline in the SAT scores of Pennsylvanians; and
- a realization that 340 out of 423 school districts in the state regularly practiced social promotion--promotion regardless of academic achievement (Bellew, 1984).

Proposed in 1982 and revised several times, Chapter 5 was adopted by the Pennsylvania State Board of Education at the end of 1983. It went into effect in September of 1985. (Pennsylvania State Board of Education, 1983). One of the most controversial provisions of Chapter 5 is a set of graduation, promotion, and curriculum requirements for all Pennsylvania students. This provision seems to be having its greatest impact at the secondary level where both students and teachers are seeing their curriculum and course options severely limited in comparison to previous years (see Figure 1, for example).

These requirements apply to students in all of Pennsylvania's comprehensive high schools and undoubtedly will have an effect on all students. According to predictions, however, low achieving students and vocational education students will be affected the most. The former because the new requirements will raise additional barriers to a successful school experience that is already pretty hard to achieve. The latter because vocational education courses are traditionally electives and there are simply not enough elective course units available in the new scheme to enable these students to become proficient in a voc-ed skill area. For one program, the Philadelphia Business Academies (PBA), the predictions are doubly glum as the PBA is a voc-ed program designed for low achieving high school students.

Figure 1

COURSE REQUIREMENTS

Pre-Chapter 5 (before 9/85)

English	4 course units
Mathematics	2 course units
Science	1 course units
Social Studies	3 course units
Phys Ed/Health	2 course units
Electives	6 course units

Total 18 course units

Post-Chapter 5 (after 9/85)

English	4 course units
Mathematics	3 course units
Science	3 course units
Social Studies	3 course units
Art/Humanities	2 course units
Phys Ed/Health	1.5 course units
Electives	5 course units

Total 21.5 course units

PROMOTION REQUIREMENTS

Pre Chapter 5 (before 9/85)

* 9th to 10th	4 course units
10th to 11th	3 course units
11th to 12th	4 course units
12th to graduation	5 course units
Phys Ed/Health	2 course units

Total 18 course units

Post Chapter 5 (after 9/85)

9th to 10th	4 course units
10th to 11th	5.5 course units
11th to 12th	6 course units
12th to graduation	6 course units

Total 21.5 course units

(School District of Philadelphia, 1985)

* Students attending 9th grade in Junior High Schools traditionally were promoted socially. Many entered 10th grade, therefore, without necessarily having met the four course units promotion requirement.

THE BUSINESS ACADEMY

The Philadelphia Business Academy (PBA) is a unique work/study program in business education. The first Philadelphia Business Academy was opened in 1972, three years after the concept of the High School Academy was introduced to the city of Philadelphia with the creation of an Electrical Academy. Like its electrical predecessor the major goals of the PBA are to help disadvantaged, low achieving inner city high school students stay in school, develop marketable skills, and make a smooth transition from school to work. To meet these goals, the Business Academy, like the Electrical Academy, is designed to combine vocational education with complimentary training in basic academic skills. Job readiness counseling, employment seeking skills, and career development are part of the program as well. Also included in the Business Academy program design is the cornerstone of the High School Academy concept: the opportunity for students to have paid work experience at work sites in the community. This provision sets the PBA--and the other academies--apart from other voc-ed programs in Philadelphia.

What also sets the Academies apart from other voc-ed programs is the special collaborative relationship between the local school district and the business community upon which the Academies were built. For the Philadelphia Business Academy, as for the other academies, this relationship is a true partnership with each partner assuming responsibility for specific aspects of the program. From the school district come the PBA teachers, facilities, books, supplies, and basic equipment such as typewriters, steno machines, and the like. The school district also provides counseling and administrative support services. For their part, the businesses and

industries that have teamed with the school district provide the work opportunities (and associated salaries) for PBA students and business world expertise, advice, and assistance for PBA operations. They also support special PBA staff development and contribute a wide range of resource assistance from special textbooks to photocopying machines.

Almost from the first day they opened in 1969 the High School Academies have been successful. They have been in an expansion mode for a good fifteen years in a city where school enrollments have been consistently declining. Today there are nine High School Academies in Philadelphia; four of these are Business Academies and there are plans to open a fifth PBA this coming year. Other school districts in other cities across America, using the Philadelphia model, have instituted their own versions of the High School Academies.

Those involved in the academies--teachers, administrators, business community representatives, students and parents--attribute PBA success to the interaction of a number of key features:

Curriculum - The Philadelphia Business Academy curriculum emphasizes an holistic approach to career education by integrating basic skills, vocational training, career counseling, and job readiness. Students zero in on the basic and vocational skills they need for employment while developing social and attitudinal skills they need to succeed in the world of work.

Organization - The Philadelphia Business Academies operate as semi-autonomous mini-schools within comprehensive high schools. Students are block rostered and move from class to class as a group. PBA teachers teach only PBA students and usually teachers are rostered to enable them to have a common preparation period to use for PBA planning and course development. Often vocational teachers share in the responsibility for teaching academic skills.

Instructional Approach - Philadelphia Business Academy teachers work as a team supporting and reinforcing each other's classroom instruction. They plan together and help each other develop work stations for students. They counsel students regularly and

typically use adaptive rather than whole group or drill instructional strategies (Waxman, et. al., 1985).

Student Target Population - Philadelphia Business Academy students are extremely high risk. A combination of low achievement scores (typically below 35 percent in the California Achievement Tests) and poor grade averages would keep the typical PBA student out of Philadelphia's voc-ed schools and academic track programs.

Motivation for Students - The Philadelphia Business Academies provide students not only with a chance to learn how to become work-ready in a specific field, but also with a chance for paid work experience beginning in eleventh grade.

Private Sector Involvement - Aside from the many benefits listed earlier, local private sector sponsors provide the Philadelphia Business Academies with links to the "real world." Teachers working with their business counterparts come to understand and appreciate private sector expectations for students. And business representatives come to understand some of the dilemmas of inner-city public education.

Culture and Reputation - Over the years the Philadelphia Business Academies have gained an almost elite reputation. Sometimes called business world prep schools, the PBA's are known for their motivated, hardworking students and their track record of excellence. They are seen as fulfilling programs for the teachers involved who, along with their sense of team spirit, have a sense of being as much part of the business world as of the educational world. PBA teachers, students, and parents are very high on the programs.

Perhaps the most important key feature of the Philadelphia Business Academies has been their results. PBA managers and teachers have long pointed to their students' 90 percent average attendance rate in schools where 70 percent attendance is the usual norm. They also point to a PBA dropout rate near zero in a city where about 50 percent of the students who start high school never finish. And they note that 85 percent of the students who have successfully completed the PBA program have gotten jobs.

CHAPTER 5 AND THE PBA: A CASE STUDY

It has been predicted that graduation and promotion requirements--particularly ones that stress the academic sides of the curriculum--may very well be the death knell of vocational education (Feldman, 1984). This prediction has been voiced by vocational educators in Philadelphia, as they try to reconcile their programs to the Chapter 5 requirements. Business Academy staff have been especially vocal, predicting that Chapter 5 will alter the program severely enough to destroy it.

In order to document some of the effects of Chapter 5 on the Philadelphia Business Academies to see if these predictions are well-founded and to help lay the groundwork for a longer term study of how these graduation and promotion requirements may affect the PBA vocational education program over time, an experimental case study of one Philadelphia Business Academy was initiated this year (Yin, 1984).

The study's perspective is one of planned change. Chapter 5 itself represents a major change for most Pennsylvania high schools; in particular those in Philadelphia, a city where social promotion was routine. Beyond that, the graduation and promotion requirements and course specifications included in Chapter 5 have created the need for other changes. In the Philadelphia Business Academies, for instance, these have included changes in curriculum, rostering, course content, staff development, and even the length of the school day. Several issues, identified elsewhere as influencing change, helped focus the study. For example:

- the importance of contextual factors and systems of linkage (Corbett, Dawson, & Firestone, 1984; Weick, 1982)
- the importance of organizational values and culture (Deal & Kennedy, 1982; Lightfoot, 1983; Rossman, 1985; Sizer, 1984)

- the importance of system characteristics, incentives, and history (Fullan, 1982; Lehming & Kane, 1981)
- the importance of staff participation (D'Amico & Dawson, 1985; Corbett & D'Amico, 1985).

Data for the study is collected through semi-structured interviewing, on-site observation, and document review. Preliminary interviews of PBA staff were conducted on-site and during staff development workshops held prior to Chapter 5's formal introduction, but at a time when Chapter 5 was imminent. In these preliminary interviews PBA staff identified aspects of their program that they felt would be affected by Chapter 5. These aspects served as organizers for the study's data collection activities and defined the major categories of information for interviews, observations, and document reviews. They were:

- Teacher morale, commitment, and turnover
- Student recruitment, readiness, and attrition
- Program design, delivery, and curriculum
- Program structure and organization
- Academic and vocational outcomes of the program

One Philadelphia Business Academy was selected as a unit of analysis for an experimental case study based on these categories. On-site observations of the staff associated with this PBA--teachers, administrators, and counselors--were initiated and several sets of semi-structured interviews--using a protocol incorporating the above categories (Appendix A)--were conducted with these same individuals in October and December, 1985 and in February, 1986. These individuals will be interviewed again in May 1986 and then three times each subsequent school year for the next three years. In addition, interviews in subsequent years will be expanded to include PBA students, their parents, and off-site PBA managers and job developers.

Additional information was collected by observing and documenting discussions that took place during a four-day Academies staff development workshop and by reviewing relevant PBA documents: instructional materials, attendance and attrition records, grade reports, and the like. As with the interviews, these other data collection activities will continue in the coming years.

CHAPTER 5 AND THE PBA: EARLY RESULTS

Even though Chapter 5 has been in effect only since September 1985, it already seems to be influencing the Philadelphia Business Academy studied. And the impact has been on those key features of academy success outlined earlier.

Curriculum

Most effects on the PBA curriculum are side effects that have sprung from Chapter 5-driven changes in PBA students' academic course requirements. For example, PBA students are unable to meet both Chapter 5's academic requirements and the PBA business education requirements in a normal six-period day. So PBA students extend their day to seven periods in order to take typing, shorthand, or the like.

Even in a seven-period day PBA students are limited in their business course selections. Because academic requirements have been increased--with a concomitant decrease in elective options--PBA students have only five course openings for their PBA business education requirements. This means they only are able to take about one business course per year; fewer if they are classified as needing remedial reading or math. (Any student scoring

below 35 percent on the CAT's is classified a remedial student in Philadelphia.) This puts boundaries on the students' business education and forces them to track themselves into an area of business skill development fairly early in the program. For instance, a PBA student can choose three business courses in grade eleven from among four (in an extended, seven-period day). In grade twelve the choice is three from among five, also in an extended day. Moreover, a choice of clerical practices precludes a choice of shorthand or accounting. And it precludes it for both eleventh and twelfth grade. (See for example, Figure 2)

Beyond this, the potential for conflict between voc-ed and academic course work caused by the increase in the time needed by students to meet both minimum academic and PBA business education requirements has caused teachers in this PBA to consider scoping down their curriculum. They have plans to eliminate some courses entirely--Transcription, for example--and to remove some courses like Typing III as PBA requirements. Teachers also report that because the PBA extended day is packed with requirement-meeting activities, their career counseling activities have gone down as have their opportunities to help students with social and attitudinal development.

Lastly, these PBA teachers do not believe their curriculum is as integrated and holistic as it once was. In the academic subjects, teachers feel hard pressed to cover required material and they feel that this pressure (and the lack of common planning time to be discussed below) prevents them from linking the academic and the vocational as well as they had in the past. As for the vocational subject teachers, they anticipate that their students will be taking fewer vocational courses and so they press to jam as much technical skill development as possible into the ones that are taken.

Figure 2

Philadelphia Business Academy Curriculum Before Chapter 5 (before 9/85)

<u>10th Grade</u>	<u>11th Grade</u>	<u>12th Grade</u>
English*	English III*	English IV*
Biology	American History	Social Science*
Business Mathematics*	Typing II*	Typing III*++
Typing I*	Clerical Practices II*+	Office Practices*++
Clerical Practices I*	Accounting I*+	Accounting II*++
Phys Ed/Health	Shorthand I*+	Shorthand II/Transcription*++
	Work Experience*	Work Experience* (for qualifying students)
	Phys Ed/Health	Phys Ed/Health

*taught or supervised by a business education teacher
 +student selects 2
 ++student selects 3

Philadelphia Business Academy Curriculum After Chapter 5 (after 9/85)

<u>9th Grade (newly instituted 9/85)</u>	<u>10th Grade</u>	<u>11 Grade</u>	<u>12 Grade</u>
English I	English II	English III	English IV*
World History	American History	Science	Social Science
General Science	Biology	Phys Ed/Health	Phys Ed/Humanities
General Mathematics	General Mathematics	Business Mathematics*	Typing III* ++
Art/Humanities	II	Typing II*	Word Processing* ++
Phys Ed/Arts/Humanities	Phys Ed/Health	Clerical Practices II*+	Office Practices* ++
Introduction to Business*	Clerical Practices I*	Accounting I*+	JobSearch* ++
	Typing I*	Shorthand I*+	Accounting II* ++
			Shorthand II/Transcription* ++
			Work Experience* (for qualifying students)

*taught or supervised by a business education teacher
 +student selects 2
 ++student selects 3

And this situation, they think, also results in less vocational-academic integration.

Organization

In the PBA studied, there have been major organizational changes brought on by Chapter 5. First, it has all but ceased being a mini school-within-a-school. The new academic requirements have enlarged the academic classes, in some cases making them larger than the teachers' contract allows. When this happens the extra students are assigned to other, non-academic teachers and rostered as if they were not in the PBA program. These students become a kind of part-time PBA student and the non-academy teachers instructing them become a kind of part-time PBA teacher. There are approximately eighteen PBA students in this situation who are not block rostered with their peers. Teachers predict this trend will continue as remediation class sizes increase and as PBA academic teachers are faced with the possibility of having to teach students at four different grade levels. There is another side of this coin, as well: teachers who once only taught PBA students are now teaching other, non-academy students. This is occurring in academic courses such as science and math and in vocational and job-readiness courses, as well. Teachers think this trend also will continue. General education students will be admitted into business courses once set aside only for PBA students as the teachers strive to "maintain their numbers."

Partly because student block rostering is disappearing and partly because there has been an influx of new and part-time academic teachers, it is no longer possible to roster PBA teachers to give them a common preparation.

This has significantly reduced teachers' opportunities for common PBA planning and course development. The little that gets done is bootlegged or comes from teachers' own free time. Teachers note that this problem is exacerbated by their physical separation. PBA teachers once were clustered in one section of the school; they are now isolated by department--English, Mathematics, Science, Social Studies, and Business Education.

Instructional Approach

PBA teachers in this school report that they are less likely to work as a team than they had been in the past. Few even see themselves as a team. Pointing to the lack of common preparation time, their physical separation, and the inability (or unwillingness) of many teachers to donate their free time, these teachers say they rarely plan together. This lack of common planning also works against those who want to integrate vocational and academic instruction. Without common planning time they find it nearly impossible to link their lessons.

Moreover, there seem to be fewer instances of adaptive instruction than in the past. New and part-time teachers do not necessarily subscribe to the PBA's tradition of de-emphasizing lecture and drill. Also, large, extremely heterogeneous academic classes often make adaptive instruction a non-productive approach.

In addition to affecting team teaching and planning, the absence of common preparation time seems to be reducing the amount of time PBA teachers spend counseling students. They indicate that there is little time to discuss students attitudes and coordinate strategies for helping them become job-ready. They predict that their job development activities will

diminish, too. Envisioning an increase in the number of academic or remedial classes replacing business education classes, a reduction in their own slack time, and a reduced number of students who will be job-ready, they say there will be neither the need nor the opportunity.

Student Target Population

Thus far there has been no impact on the PBA student target population that can be attributed to Chapter 5. The requirements have not been in effect long enough. PBA teachers at the school studied have the following opinion, however: either PBA enrollment will drop significantly or it will begin including students who are not at-risk, or both.

Natriello, et al. (1985) hypothesize convincingly that higher standards for promotion and graduation will reduce the number of at-risk students in schools generally. The PBA teachers interviewed echo this, but take it a step farther for their program. They envision a time when the at-risk students who do not drop out of their school will be so occupied in remedial instruction they will not be able to fit PBA courses into their rosters. On the other hand, students who are not at-risk--but who are not college bound either--will see the PBA as a marvelous opportunity and begin enrolling. These students, academically more able, likely will be better vocational students, too. With a combination of higher academic and vocational skill levels, these students will be more acceptable to employers. Therefore, in the view of many of these teachers, these students should have a better chance for paid work experience during school and for a job when they graduate. And this will benefit the PBA all the way around.

Unfortunately, not all PBA teachers interviewed see it this way. Some note that participating employers receive Private Industry Council (PIC) tax

credits for employing students whose families are below a certain income level. They also note that they have trouble placing students who are not PIC-eligible in work stations. They hypothesize that if low-risk students begin enrolling in the PBA, most will not be PIC eligible. These students, although more academically and vocationally desirable, will not be hired as readily by employers seeking PIC tax credits. And so these teachers conclude, that despite their higher levels of skill most of these students will not have paid work experiences while in school. Without these experiences for motivation these lower-risk students soon will drop out or cease to enroll.

Motivation for Students

As for the paid work experience that helps provide motivation for students, Chapter 5 already seems to have had an effect. Eleventh graders are no longer eligible for placement at work stations; a portion of the half-day they once were able to spend on the job must now be used to fulfill academic or PBA business education requirements. As of yet, the elimination of this opportunity has not caused students to drop out of the program. PBA staff expect that it will, though, and they expect it will prevent some students from enrolling.

Moreover, they expect that a large number of twelfth graders will not qualify for work experience--those in remediation who cannot leave school early and those who, because they have had to concentrate on academic courses, did not gain sufficient technical skill (in typing or shorthand, for example). And simply the prospect that there may be no paid work experience for them will cause students to drop out of or by-pass the program, predict some teachers.

Private Sector Involvement

Over the past year there has been less private sector involvement in PBA program planning but more financial support for PBA staff development and equipment as compared to other years. It is unclear to what degree these changes in involvement have been brought on by Chapter 5. And most PBA teachers at this school see no difference in the amount or nature of private sector involvement. Yet a few note that there seems to be less symbolic support for the PBA from the private sector. They say, for example, that fewer representatives from business have been visiting their PBA lately and attribute this situation to the private sector's ambivalence about the effects of Chapter 5 on the PBA. If the Chapter 5 requirements improve PBA students' work readiness, these teachers believe cooperating businesses will increase their involvement and commitment. If not, they believe most private sector partners will disassociate themselves from the program or, at least, significantly reduce their involvement.

Culture and Reputation

In only the few months it has been in existence, Chapter 5 seems to have altered the culture of this Philadelphia Business Academy. The teachers have lost their enthusiasm for the program and feel that the graduation, promotion, and curriculum requirements of Chapter 5 have robbed them of their professionalism. Most feel that this year's PBA students are not as hard working, able, or motivated as in years past, even though they see them as being lower risk. It should be noted that there is no evidence for this opinion: current PBA students are as high-risk as they ever have been and this year's attrition rate is about the same as it has been in the recent past. Yet, the majority of teachers report that they have low morale

and a negative attitude toward the program which they attribute to program changes brought on by Chapter 5. In the words of one, "Curriculum does not correlate with any books, supplies are low, (and) no support is given to help adapt and create new lessons."

Most take a dim view of how Chapter 5 has influenced the program's structure and organization as well: for example, "(It has become) a program in name only"; "(It is) too structured, (there is) no room for individual preferences and rostering"; "(There is) no flexibility." According to these PBA teachers both the opportunities for teacher cooperation and teachers' willingness to cooperate have gone down with the advent of Chapter 5: "Teachers don't want to do anything extra" or "More work and no support."

This reluctance to cooperate extends to their dealings with their private sector partners. Although--as noted earlier--private sector involvement seems to be the same as it has been in the recent past, these PBA teachers are developing resentment toward the business community. They feel that business input is unrealistic in light of the Chapter 5 requirements and they are beginning to see it as an additional restriction on their professional discretion.

So far, none of this has changed the non-teachers' perception of this PBA. Business sponsors still seem satisfied with the teachers' efforts and with the work-readiness of the PBA students they employ. School administrators and counselors associated with this PBA acknowledge that the program is undergoing some changes; but they see these changes as benefitting the PBA in the long run. PBA teachers report no extraordinary difficulties in recruiting students or in keeping them in the program; so it may be assumed

that the program's reputation among students and parents is still a good one.

Finally as for program outcomes, it is still too early to judge whether Chapter 5 will affect the PBA's boast of 90 percent attendance, near zero dropout, and 85 percent job placement. The current trends--even in the opinion of the most negative teachers--are promising. Rates of attendance seem to be higher; so do students' academic achievement levels. Attrition seems to be at about the same rate as it was last year. And student work-readiness levels, according to these teachers, have gone up.

CONCLUSIONS

Are the Chapter 5 curriculum, promotion, and graduation requirements causing the baby, the Philadelphia Business Academy, to be thrown out with the bathwater of educational mediocrity? In truth, it is still too early to tell. But judging from the evidence collected so far, there is reason to believe that the PBA we are studying is changing as a result of Chapter 5. In some ways it is changing in a major way.

There has been a change in the curriculum. The number of academic courses offered and the amount of time students must spend taking these courses has increased. Vocational course work has decreased. This shift has combined with a prohibition that prevents vocational teachers from teaching in areas where they are not certified to shift the PBA emphasis in an academic direction. PBA students take more academic subjects and they have more contact with academic teachers than was the case prior to Chapter 5. This shift may make a difference in students' job readiness, but such a difference is not yet apparent.

The PBA student population may be shifting as well. Although this year's students are as high risk as any incoming class has been, teachers see them as more academically and attitudinally ready than in past years. They see higher rates of attendance for these students than in other previous classes and a greater potential for them to become work-ready. So far this year's attrition rate is no better or worse than before Chapter 5. And despite teacher predictions of reduced work experience opportunities for these students, job placement does not yet seem problematic.

What is problematic for this PBA is the way its organization and culture seem to be changing in response to Chapter 5. Organizationally, one of its unique characteristics--its mini school-within-a-school configuration--is rapidly disappearing. This configuration, in our opinion, plays a major role in the culture of the program. It enables teachers to work as a team for planning, counseling, and even teaching. It makes it easier for teachers to approach business education holistically and use adaptive instructional strategies. It allows teachers to communicate with each other more regularly and often and to support and reinforce each other in their interactions with students. It helps PBA teachers create a business-like atmosphere which, in turn, enables them to make the program productive and exciting.

In our opinion, the disappearance of this school-within-a-school organization is the major effect that Chapter 5 seems to be having on this Philadelphia Business Academy. We also think it is potentially the most significant effect in that it seems to be causing changes in the PBA culture that PBA teachers perceive as negative and that are extremely demoralizing to them. These changes are so demoralizing that the teachers tend to focus

on them rather than on the benefits of the new requirements when they discuss Chapter 5. Unless these teachers can adjust to these changes and develop an alternative, equally compelling PBA culture, in our opinion, they will burn out and the program may suffer irreparably at this site.

REFERENCES

- Bellew, C. (1984) Promotion policies and practices in Pennsylvania schools. Harrisburg, PA: Pennsylvania Department of Education.
- Corbett, H. D. & D'Amico, J. J. (1985) Context and change: A training program for school improvement. Philadelphia, PA: Research for Better Schools, Inc.
- Corbett, H. D., Dawson, J. A., & Firestone, W. A. (1984) To each its own: School context and school change. New York: Teachers College Press.
- D'Amico, J. J. & Dawson, J. A. (1985) Finding the evaluation philosopher's stone, or how an evaluation study is actually helping program improvement. Paper presented at the annual meeting of the American Educational Research Association, Chicago.
- Deal, T. E. & Kennedy, A. A. (1982) Corporate cultures: The rites and rituals of corporate life. Reading, MA: Addison-Wesley.
- Feldman, M. (1984) In the name of excellence: The ambush of vocational education. Paper presented at the American Vocational Association Convention, New Orleans, LA.
- Fullan, M. (1982) The meaning of educational change. New York: Teachers College Press.
- Lehming, R. & Kane, M. (1981) Improving schools: Using what we know. Beverly Hills, CA: Sage Publications.
- Lightfoot, S. L. (1983) The good high school: Portraits of character and culture. New York: Basic Books.
- National Commission on Excellence in Education (1983). A Nation at risk: The imperative for educational reform. Washington, D.C. United States Department of Education.
- National Commission on Secondary Vocational Education (1984). The Unfinished Agenda: The role of vocational education in the high school. Columbus, OH: The National Center for Research in Vocational Education.
- Natriello, G., McDill, E. L., & Pallas, A. M. (1985) School reform and potential dropouts. Educational Leadership, 43(1), 10-14.
- Pennsylvania State Board of Education (1983). Chapter 5 curriculum regulations of the Administrative Code 1317-1320 (P.L. 177, as amended) (71 P.S. 367-370) and the Act of March 10, 1949 (P.L. 30, as amended) (24 P.S. 1-101 et seq., particularly 15-1511).

- Pipho, C. (1985) A national view of high school graduation requirements. In Richard M. Bossone (Ed.) Improving academic skills of urban students. New York: The Graduate School and University Center of the City University of New York.
- Rossman, G. B. (1985) Studying professional cultures in improving high schools. Paper presented at the annual meeting of the American Educational Research Association, Chicago.
- School District of Philadelphia (1985). Systemwide student promotion program: Handbook for parents. Philadelphia, PA: Author.
- Sizer, T. R. (1984) Horace's compromise: The dilemma of the American high school. Boston: Houghton-Mifflin.
- Turning the tide: An agenda for excellence in Pennsylvania public schools. (1983) Harrisburg, PA: Pennsylvania Department of Education.
- Waxman, H. C., Wang, M. C., Anderson, K. A., & Walberg, H. S. (1985) Synthesis of research on the effects of adaptive education. Educational Leadership, 43(1), 26-29.
- Weick, K. E. (1982) Administering education in loosely coupled schools. Phi Delta Kappan, 63(40), 673-676.
- With consequences for all: A report from the ASCD Task Force on Increased High School Graduation Requirements. (1985) Alexandria, VA: Association for Supervision and Curriculum Development.
- Yin, R. K. (1984) Case study research: Design and methods. Beverly Hills, CA: Sage Publications.

APPENDIX A

Compared to years past predict the effects of Chapter 5 graduation/promotion and the new standardized curriculum requirements on:

PBA Teachers

1. Morale ☐ up ☐ down ☐ same

Remarks:

2. Turnover ☐ up ☐ down ☐ same

Remarks:

3. Attitude toward Program ☐ more positive ☐ more negative ☐ same

Remarks:

4. Commitment to Program ☐ more positive ☐ more negative ☐ same

Remarks:

PBA STUDENTS

5. Number Coming into Program ☐ more ☐ fewer ☐ same

Remarks:

6. Type Coming Into Program ☐ higher risk ☐ lower risk ☐ same

Remarks:

7. Levels of Academic Readiness
for Program

☐ higher

☐ lower

☐ same

Remarks:

8. Levels of Attitudinal
Readiness for Program

☐ higher

☐ lower

☐ same

Remarks:

9. Attrition

☐ higher

☐ lower

☐ same

Remarks:

PBA PROGRAM DELIVERY

10. Integration of Academic &
Vocational Curriculum

☐ more

☐ less

☐ same

Remarks:

11. Academic & Vocational
Instruction Support Each Other

☐ more

☐ less

☐ same

Remarks:

12. New Teacher Materials

☐ more
effective

☐ less
effective

☐ same

Remarks:

13. Scheduling of Classes

☐ change for
better

☐ change for
worse

☐ same

Remarks:

PBA PROGRAM STRUCTURE

14. Rostering of Students

☐ change for
better ☐ change for
worse ☐ same

Remarks:

15. Opportunities for Work
Experience

☐ more ☐ fewer ☐ same

Remarks:

16. Business Involvement

☐ more ☐ less ☐ same

Remarks:

17. Opportunities for Teacher
Cooperation

☐ more ☐ fewer ☐ same

Remarks:

18. Teacher Willingness to
Cooperate

☐ higher ☐ lower ☐ same

Remarks:

OUTCOMES OF PBA

19. Levels of Student Work-
Readiness

☐ higher ☐ lower ☐ same

Remarks:

20. Levels of Student Attendance

☐ higher ☐ lower ☐ same

Remarks:

21. Levels of Academic Achievement ☐ higher ☐ lower ☐ same

Remarks:

22. Levels of Vocational Achievement ☐ higher ☐ lower ☐ same

Remarks:

23. Levels of Job Placement ☐ higher ☐ lower ☐ same

Remarks:

24. What Effects Program More ☐ Chapter 5 ☐ Standard Curriculum

Remarks:

25. What Are Net Effects ☐ negative ☐ positive ☐ neutral

Remarks:

OTHER EFFECTS